**Grades 6-12 ELA Lesson Plan**

**Teacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade/Course:** \_\_6/ELA\_ **Date:** \_\_\_\_\_\_\_1 day\_\_\_\_\_\_\_\_

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| **Unit Title:**  Perspectives and Point of View | | **Corresponding Unit Task: 1** |
| **Unit EQ(s):** | How do readers compare texts across different genres?  How do authors use different forms and genres to portray similar themes?  How do writers use informational texts to examine and convey topics and ideas? | |
| **Essential Vocabulary** | Setting, Characters, Plot, Conflict, Climax, Resolution, Point of View, Theme, Mood | |
| **Materials/Resources** | 1. *The True Story of the 3 Little Pigs by A. Wolf* by Jon Scieszka 2. Wheel of Fiction Graphic Organizer (Circle divided into 8 slices like a pizza. The top of each slice is labeled with each of the elements of fiction listed above except for plot. Plot is written near the center point of the circle crossing 3 slices – conflict, climax, and resolution. | |
| **Activating Strategy/ Bell Ringer** | Have students retell what they remember of the story of the 3 pigs. May compare different versions of the story. | |
| **Balanced Literacy Components Addressed:**   * Reading * Writing * Word Study * Speaking & Listening   **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  **RL.6.2-** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  **L.6.6 –** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression  **I Can Statements:**  I can define the elements of fiction.  I can identify elements of fiction in a story.  I can determine the point of view of a narrator.  **Instructional Plan:**   * Read aloud *The True Story of the 3 Little Pigs by A. Wolf* to students. Invite students to point out important aspects of the pictures that contribute to the narrative. * Discuss how the story is different when hearing it from a different perspective. * Complete Wheel of Fiction graphic organizer together to introduce/review elements of fiction. (side 1 – definitions, side 2 – examples from story) * Focus on Point of View slice of wheel (discuss 1st person vs. 3rd person), and compare the POV of the book to that of previous versions of the story with which students are familiar. | |
| **Closing/Summarizing Strategy** | Turn and Talk – Was the wolf treated fairly? Why or why not? Which version of the story do you like best and why? | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| * Write persuasive letter demanding that the wolf be set free or explaining why the wolf’s appeal should not be granted. * Rewrite another fairy tale from the perspective of the villain. | * Use fill in the blank notes on the graphic organizers | * Teachers may choose to focus fewer elements at a time for English language learners. |
| **Assessment(s)** | Student oral responses during discussion and completion of graphic organizer | | |
| **Reflection** | This is an introductory lesson to present the definition of point of view and the idea of perspective. These concepts will be studied in greater depth as we move through the Unit 1 tasks, and this lesson provides a foundation using engaging text and a familiar story. | | |